

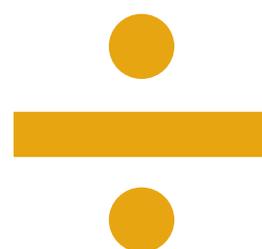


TEDS-M

TEDS-M 2008 User Guide for the International Database

Supplement 1

Edited by Falk Brese with Maria Teresa Tatto



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The International Association for the Evaluation of Educational Achievement, known as IEA, is an independent, international consortium of national research institutions and government research agencies, with headquarters in Amsterdam. Its primary purpose is to conduct large-scale comparative studies of educational achievement with the aim of gaining more in-depth understanding of the effects of policies and practices within and across systems of education.

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SUPPLEMENT 1:

International Version of the TEDS-M Questionnaires

Overview

The Teacher Education Study in Mathematics (TEDS-M) International Database includes data for all questionnaires administered as part of the TEDS-M study. These consisted of questionnaires administered to future teachers, educators, and institutions with teacher preparation programs. This supplement contains the international version of the TEDS-M questionnaires in the following three sections:

- Section 1: Institutional Program Questionnaire
- Section 2: Educator Questionnaire
- Section 3: Future Teacher Questionnaire (Parts A, B, and D)¹

Each section contains the international version of the questionnaire with variable names labeled next to the corresponding question. The TEDS-M questionnaires were designed so that individual countries could make modifications to some questions or response options. This allowed countries to include appropriate wording or options most consistent with their own national systems, languages, and cultures. In the international version of the questionnaires, questions that needed such an adaptation contain instructions to the National Research Coordinators (NRC) to substitute the appropriate wording for their country or to modify or delete any inappropriate questions or options. These instructions were indicated in the questionnaires by text inserted within angle brackets (<country-specific>). The NRC was to substitute, if necessary, an appropriate national adaptation that would retain the same basic interpretation as the text within carets. These national adaptations of the questionnaires are documented in Supplement 2 of the TEDS-M User Guide of the International Database.

Copyrights

Questionnaire items were received from several sources, including study investigators, national research coordinators, and mathematics consultants. Several items were also provided by other studies. TEDS-M has received publication copyright for those items from the following: Copyright 2006, Study of Instructional Improvement (SII) Learning Mathematics for Teaching/Consortium for Policy Research in Education (CPRE), University of Michigan, School of Education, Ann Arbor, MI. Measures development supported by NSF grants REC-9979873, REC- 0207649, EHR-0233456 & EHR 0335411. MSU copyright 2006, Developing Subject Matter Knowledge in Math Middle School Teachers (P-TEDS/MT-21) supported by NSF Grant to Michigan State University REC-0231886. Knowing Mathematics for Teacher Algebra (KAT) supported by NSF Grant REC-0337595.

The instruments and assessments developed by TEDS-M were the result of the collaborative efforts of the international centers at Michigan State University and the Australian Council for Educational Research, under the direction of Professor Maria Teresa Tatto at Michigan State University with support from a grant from the National Science Foundation Award No. REC-0514432.

¹ The Future Teacher Questionnaire Part C containing the released assessment items can be found in Supplement 4 of this User Guide.

Section 1: TEDS-M 2008 Institutional Program Questionnaire



Identification Label

IEA – Teacher and Development Study in Mathematics
(TEDS-M)

TEDS-M 2008
MAIN STUDY
INSTITUTIONAL PROGRAM
QUESTIONNAIRE

<TEDS-M National Research Center Name>

<Address>



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<date>

Dear Colleague,

This questionnaire is part of an international study called the Teacher Education and Development Study-Mathematics (TEDS-M). TEDS-M is a research project on the mathematics preparation of <primary and lower secondary> teachers in close to twenty countries. The study is designed to measure and interpret differences in national teacher education systems in order to help improve the education of mathematics teachers worldwide. This questionnaire has the following Parts: Program Description; <Future teacher> Background; Selection Policies; Program Content; Field Experience; Program Accountability and Standards; Staffing; Program Resources and Reflections on the Program.

The questionnaire is designed to be used as a guided interview, and to be administered either in a face-to-face format to particular individuals who can provide the needed information, or within a focus-group session. Answering the questions in the Institutional Program Questionnaire is anticipated to require approximately 2 hours. If the focus group format is chosen, the completion time may be longer, lasting up to 4 hours. The specific time you may require, however, may vary. To make it as easy as possible to respond, most items may be completed by simply checking the appropriate box.

To secure confidentiality, no TEDS-M result will be reported for individuals. All publications will refer to aggregate data. All data collected will be maintained confidentially and securely in the International Research Centers.

You indicate your voluntary agreement to participate by completing and returning this questionnaire.

We value your support highly and appreciate your cooperation in this important survey. If you have any questions concerning the project, please do not hesitate to contact the project leaders in the [name of international center and country], [name of the project leaders], [phone number of project leaders]. You may also contact the international project director at the International Study Center, Dr. Maria Teresa Tatto at Michigan State University (+1-517-353-6418, mttatto@msu.edu) or Dr. Peter Vasilenko, at (+1-517-355-2180, email: irb@msu.edu).

Thank you for helping collect the information to complete this questionnaire.

Sincerely,

[country project leaders signature]

Institutional Program Questionnaire

Remember, if TEDS-M data are being collected in more than one of your Teacher Preparation Programs, separate questionnaires should be completed for each of these programs.

This questionnaire should be completed by the TEDS-M Institutional Coordinator at the institution in question, drawing on interviews with and data provided by responsible staff member(s) at the institution.

This form is therefore not intended to be filled out by one individual acting alone. If possible, the information requested in this questionnaire should be obtained from documents published by the institution and/or available on the web. Any information not readily available from a published source will need to be obtained by asking an appropriate administrative or staff source from the institution. Obtaining answers to all the questions is likely to require talking to more than one person in each institution.

For the purposes of this questionnaire, the term “program” refers to the set of <courses> or units of study and other learning activities that constitute the formal preparation provided to future <primary> or <lower-secondary> teachers. These will be the programs (TPUs) from which <future teachers> will be recruited to complete the TEDS-M <Future Teacher> Questionnaire.

For the few open-ended questions in the questionnaire, space is provided to answer the question. If more space is required, please attach additional sheets as required.

Although some questions may ask for information about the entire teacher preparation program, keep in mind that the main goal is to obtain information more specifically on the preparation to teach mathematics at both the <primary> and <lower-secondary> levels.

Institutional Program Questionnaire

IEA Teacher Education and Development Study in Mathematics
INSTITUTIONAL PROGRAM QUESTIONNAIRE
<Primary and Secondary> Initial Preparation Programs
Cover Sheet

The Interviewer

(Name of Institutional Coordinator)

Questionnaire No. _____

Date of Interview: ____ / ____ / ____

The Institution

Name:

Address:

The Program

Name of program to be described:

(Use the title that identifies the program within the institution)

The Interviewee(s)

Name(s):

Title (e.g. Dean, Director of Teacher Education.):

Contact details:

Working definitions for this questionnaire

As you know this study is directed at exploring the education of <future teachers> of <primary and lower secondary> levels. Throughout the questionnaire we will be referring to “<primary>” and “<lower secondary>” to encompass the different grade levels in your education system. We also are concerned with more advanced levels of education. To avoid confusion, we use the International Standard Classification of Education (ISCED) levels. In the chart below, the TEDS-M national center for your country has specified the grades or number of years that correspond to your country’s <primary>, <lower-secondary>, <upper-secondary> and higher education levels. The credentials acquired at the end of these levels are also listed. Please remember that when we use these terms in this questionnaire we will be referring to these levels.

| ISCED levels | International name for this level | <Grades/Number of years> in your country corresponding to this level | | Credential(s) acquired upon successful completion of this level |
|---------------------------------|---|--|--------------------|---|
| | | From | To | |
| ISCED 0 | Pre-primary | <country specific> | <country specific> | <country specific> |
| ISCED 1 | Primary | <country specific> | <country specific> | <country specific> |
| ISCED 2 | Lower secondary | <country specific> | <country specific> | <country specific> |
| ISCED 3 | Upper secondary | <country specific> | <country specific> | <country specific> |
| ISCED 4 | Post-secondary non-tertiary | <country specific> | <country specific> | <country specific> |
| ISCED 5B | Tertiary practical/technical occupation | <country specific> | <country specific> | <country specific> |
| ISCED 5A 1 st degree | 1 st degree of tertiary education | <country specific> | <country specific> | <country specific> |
| ISCED 5A 2 nd degree | 2 nd degree of tertiary education | <country specific> | <country specific> | <country specific> |
| ISCED 6 | Tertiary education, advanced research qualification | <country specific> | <country specific> | <country specific> |

PART A. PROGRAM DESCRIPTION

MIA001

1.

This program prepares <future teachers> to teach in

- A. <primary> schools only
 B. <secondary> schools only
 C. both <primary> and <secondary> schools

Check one box.

- ₁
₂
₃

This study uses the following definitions of program types

A. Concurrent

A concurrent teacher preparation program consists of a single program that includes studies in subjects <future teachers> will be teaching (academic or subject-matter preparation), studies of <pedagogy> and education (<pedagogical> and professional studies), and practical experience in the classroom.

B. Consecutive

A consecutive teacher preparation program consists of a program that includes <pedagogical> and professional studies and practical experience, preceded by a separate program for academic or subject-matter preparation (typically leading to a separate degree or diploma), which may or may not occur in the same institution.

C. Apprenticeship

An apprenticeship teacher preparation program consists predominantly of school-based experience with other institutions playing only a minor, marginal, or supporting role.

MIA002

2.

The structure of this program is best described as

Check one box.

- A. Concurrent ₁ **GO TO QUESTIONS 3–4.** Concurrent Program Modality
 B. Consecutive ₂ **GO TO QUESTIONS 5–8.** Consecutive Program Modality
 C. Apprenticeship ₃ **GO TO QUESTIONS 9–12.** Apprenticeship Program Modality

If you checked the box for Concurrent Program Modality in Question 2, please answer Questions 3–4 and then skip to PART B.

3.

How many years and months does it take for a typical <future teacher> to complete this concurrent program?

MIA003A _____ years and
MIA003B _____ months

4.

What credential is earned in this concurrent program? Please also enter ISCED level, using the chart at the beginning of this questionnaire.

MIA004AT Name of credential in language of country _____
MIA004B ISCED level _____

If you checked the box for Consecutive Program Modality in Question 2, please answer Questions 5-8 and then skip to PART B.

5.

How many years and months does it take for a typical <future teacher> to complete the academic or subject-matter preparation of this consecutive program?

MIA005A _____ years and

MIA005B _____ months

6.

Does this academic or subject-matter preparation take place in your institution?

Check one box.

- | | | | |
|----|---|--------------------------|---|
| A. | Yes, for all <future teachers> in the program | <input type="checkbox"/> | 1 |
| B. | Yes, for most <future teachers> in the program | <input type="checkbox"/> | 2 |
| C. | Yes, for a minority of <future teachers> in the program | <input type="checkbox"/> | 3 |
| D. | No | <input type="checkbox"/> | 4 |
-

7.

How many years and months does it take for a typical <future teacher> to complete the <pedagogical> and professional studies (including practical experience) of this consecutive program?

MIA007A _____ years and

MIA007B _____ months

8.

What credential is earned at the end of the <pedagogical> and professional studies (including practical experience) of this consecutive program? Please also enter ISCED level, using the chart at the beginning of this questionnaire.

MIA008AT Name of credential in language of country _____

MIA008B ISCED level _____

If you checked the box for Apprenticeship Program Modality in Question 2, please answer Questions 9-12 and then continue to PART B.

9.

How many years and months does it take for a typical <future teacher> to complete this apprenticeship program?

MIA009A _____years and

MIA009B _____months

MIA010 **10.**

Is your training institution (other than the <primary> or <secondary> school in which the practical experience takes place) responsible for coordinating the learning program for <future teachers> during this apprenticeship program?

Check one box.

A. Yes ₁

B. No ₂

MIA011T **11.**

If you selected 'No', please explain who is responsible for the practical experience. _____

12.

What credential is earned in this apprenticeship program? Please also enter ISCED level, using the chart at the beginning of this questionnaire.

MIA012AT Name of credential in language of country _____

MIA012B ISCED level _____

Now please proceed to PART B.

PART B. <FUTURE TEACHER> BACKGROUND

Note: Question 1 refers specifically to <future teachers> who are undertaking a program that prepares them to teach in a <primary> school, and/or to teach mathematics in a <secondary> school.

- 1.**
- MIB001A a) What is the minimum level of mathematics that these <future teachers> are required to have completed in <secondary> school?
- Check one box.**
Minimum Level Completed
- | | | |
|----|---|---------------------------------------|
| A. | <Year 12> (Advanced level) | <input type="checkbox"/> ₁ |
| B. | <Year 12> | <input type="checkbox"/> ₂ |
| C. | <Year 11> | <input type="checkbox"/> ₃ |
| D. | <Year 10> | <input type="checkbox"/> ₄ |
| E. | Below <Year 10> | <input type="checkbox"/> ₅ |
| F. | No minimum level of mathematics is required | <input type="checkbox"/> ₆ |

- MIB001B b) What is the most advanced mathematics <course> that <future teachers> in this program are required to have completed in <secondary> school?
- Check one box.**
Most Advanced <Course>
- | | | |
|----|--------------------|---------------------------------------|
| A. | <Country specific> | <input type="checkbox"/> ₁ |
| B. | <Country specific> | <input type="checkbox"/> ₂ |
| C. | <Country specific> | <input type="checkbox"/> ₃ |
| D. | <Country specific> | <input type="checkbox"/> ₄ |
| E. | <Country specific> | <input type="checkbox"/> ₅ |
| F. | <Country specific> | <input type="checkbox"/> ₆ |
| G. | <Country specific> | <input type="checkbox"/> ₇ |
| H. | <Country specific> | <input type="checkbox"/> ₈ |
| I. | Don't know | <input type="checkbox"/> ₉ |
-

MIB002

2.

What is the minimal qualification normally required for entry into the program?

Check one box.

- A. Completion of <ISCED level 2> ₁
- B. Completion of <ISCED level 3> ₂
- C. Completion of <ISCED level 4> ₃
- D. Completion of <ISCED level 5, 1st degree> ₄
- E. Completion of <ISCED level 5, 2nd degree or higher> ₅

3.

Please check the subject areas (by grade levels) for which this program prepares its <future teachers> to teach. (Check “Generalist” only if the <future teacher> is being prepared for all of the four subject-matters listed; check “Not applicable” only if program has no preparation for any of the grades shown at the beginning of a row).

Check all that apply in each row.

| | Grade Levels | Mathe- matics | Sciences | Literacy (national language) | Social Studies | Generalist | Other | Not applicable |
|------------|-------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| MIB003A1-7 | A. <Pre-primary> | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ | <input type="checkbox"/> ₇ |
| MIB003B1-7 | B. <Grades 1-3> | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ | <input type="checkbox"/> ₇ |
| MIB003C1-7 | C. <Grades 4-6> | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ | <input type="checkbox"/> ₇ |
| MIB003D1-7 | D. <Grades 7-9> | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ | <input type="checkbox"/> ₇ |
| MIB003E1-7 | E. <Grades 10-12> | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ | <input type="checkbox"/> ₇ |
| MIB003F1-7 | F. <Grades 13-14> | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ | <input type="checkbox"/> ₇ |

-
- MIB004 **4.** How many fields are graduates of this program normally qualified to teach?
(By "field" we mean the following six groupings of school subjects: (1) mathematics, (2) science, (3) an official language of the country, including literature, (4) foreign or second languages, (5) social studies, (6) other (art, music, physical education, vocational training, etc.)
- Check one box.*
- A. Only one ₁
 B. Two ₂
 C. More than two ₃
-
- MIB005 **5.** Of the <future teachers> currently in their final year, about what fraction entered the program part time?
- Check one box.*
- A. None ₁
 B. More than 0, less than $\frac{1}{4}$ ₂
 C. More than $\frac{1}{4}$, less than $\frac{1}{2}$ ₃
 D. More than $\frac{1}{2}$, less than $\frac{3}{4}$ ₄
 E. More than $\frac{3}{4}$, but not all ₅
 F. All of them ₆
-
- MIB006 **6.** Where does this program take place?
- Check one box.*
- A. Mostly on-campus ₁
 B. Mostly by distance (including on-line) ₂
 C. Mostly in schools ₃

7.

For each of the following years, how many <future teachers> began or will begin this program?

| | Year | Number of beginning <future teachers> |
|---------|---------------------------|---------------------------------------|
| MIB007A | A. 2008 (please estimate) | _____ |
| MIB007B | B. 2007 | _____ |
| MIB007C | C. 2006 | _____ |
| MIB007D | D. 2005 | _____ |
| MIB007E | E. 2004 | _____ |
| MIB007F | F. 2003 | _____ |

8.

a) For each of the following years, how many <future teachers> completed this program successfully? (If the 2007 and/or 2008 cohort has not yet finished, please estimate)

| | Year | Number of completing <future teachers> (in total) |
|----------|--|---|
| MIB008A1 | A. 2008 (please estimate) | _____ |
| MIB008A2 | B. 2007 (please estimate if necessary) | _____ |
| MIB008A3 | C. 2006 | _____ |
| MIB008A4 | D. 2005 | _____ |
| MIB008A5 | E. 2004 | _____ |
| MIB008A6 | F. 2003 | _____ |

b) Of these <future teachers>, how many finished with a qualification that made them eligible to teach Mathematics (either as a generalist or specialist teacher)?

| | Year | Number of completing <future teachers> (Mathematics) |
|----------|--|--|
| MIB008B1 | A. 2008 (please estimate) | _____ |
| MIB008B2 | B. 2007 (please estimate if necessary) | _____ |
| MIB008B3 | C. 2006 | _____ |
| MIB008B4 | D. 2005 | _____ |
| MIB008B5 | E. 2004 | _____ |
| MIB008B6 | F. 2003 | _____ |

PART C. SELECTION POLICIES

MIC001

1.

Who sets the policies that govern which applicants are admitted to this program?

Check one box.

- A. The policies are set by each institution without reference to any outside requirements. ₁
- B. The policies are set by regional or national authorities. ₂
- C. The policies are set by each institution, within guidelines set by regional or national authorities. ₃
- D. There is no selection for this phase; all applicants are admitted. ₄

2.

Which of the following characteristics or sources of information are used in selecting entering <future teachers> for this teacher preparation program? Please indicate below how important each of the characteristics or sources is in the selection process.

Check one box in each row.

| | | Not considered | Not very important | Somewhat important | Very important |
|---------|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| MIC002A | A. The candidates' overall level of attainment in their final year of <secondary> schooling, as measured by school marks or grades | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MIC002B | B. The candidates' performance at the end of their final year of <secondary> schooling, as measured by their performance on a national or state examination | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MIC002C | C. The candidates' performance on an examination specifically for admission to this training institution | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MIC002D | D. Suitability for teaching, including matters such as personal qualities, experience, motivation, etc. May be assessed by interview, or by written application | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MIC002E | E. Demonstrated high level of achievement in mathematics | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MIC002F | F. Gender | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MIC002G | G. Belonging to groups under-represented in the teaching profession | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MIC002H | H. The order in which the candidates apply | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MIC002I | I. Region of residence | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MIC002J | J. The age of the candidates | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

3.

Does your institution have special strategies in place to attract <future teachers> into this program to become:

Check one box in each row.

- | | | Yes | No |
|---------|---|---------------------------------------|---------------------------------------|
| MIC003A | A. <Primary> or <secondary> school teachers in general? | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MIC003B | B. Teachers of mathematics? | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
-

MIC004

4.

With reference to national norms, how do <future teachers> entering this program rate with respect to their prior academic achievement?

Check one box.

- | | | |
|----|---|---------------------------------------|
| A. | They are generally very high achievers (e.g., the top 10 percent of their age group). | <input type="checkbox"/> ₁ |
| B. | They are generally high achievers (e.g., the top 20 percent of their age group). | <input type="checkbox"/> ₂ |
| C. | They are generally above-average achievers (for their age group). | <input type="checkbox"/> ₃ |
| D. | They are generally average achievers (for their age group). | <input type="checkbox"/> ₄ |
| E. | They are generally below-average achievers (for their age group). | <input type="checkbox"/> ₅ |
| F. | They are generally far below-average achievers (for their age group). | <input type="checkbox"/> ₆ |
-

MIC005

5.

In selecting <future teachers> for this program, do you make a special effort to attract individuals who were working full-time in non-teaching occupations, but are now ready to make a career change?

Check one box.

- | | | |
|----|-----|---------------------------------------|
| A. | Yes | <input type="checkbox"/> ₁ |
| B. | No | <input type="checkbox"/> ₂ |
-

MIC006

6.

About what fraction of <future teachers> were working full-time before entering the program?

Check one box.

- | | | |
|----|---|---------------------------------------|
| A. | None | <input type="checkbox"/> ₁ |
| B. | More than 0, less than $\frac{1}{4}$ | <input type="checkbox"/> ₂ |
| C. | More than $\frac{1}{4}$, less than $\frac{1}{2}$ | <input type="checkbox"/> ₃ |
| D. | More than $\frac{1}{2}$, less than $\frac{3}{4}$ | <input type="checkbox"/> ₄ |
| E. | More than $\frac{3}{4}$, but not all | <input type="checkbox"/> ₅ |
| F. | All of them | <input type="checkbox"/> ₆ |

PART D. PROGRAM CONTENT

This section is concerned with obtaining a description of the content requirements of the teacher preparation program. These content requirements may be contained in program documents, on a website, and in other forms. In addition to these documents, this section asks questions that are necessary for interpreting program requirements across the programs participating in this study.

1.

MID001 If the program requirements are described on a website, please provide the address of the website. If the program is not on a website, please mark this box.

MID001T

2.

MID002 If the program requirements are described in printed form, please provide a copy. If the program is not in printed form, please mark this box.

MID002T

In order to answer Questions 3 through 9 in this section you will need the following definitions:

Required <courses> are the <courses> that all <future teachers> in the program must take to complete the teacher preparation program.

Elective <courses> are a limited set of <courses> from which <future teachers> must select in order to complete the requirements of the teacher education program.

Teaching contact hours includes lectures, class meetings, tutorial classes and any other required meetings that bring <future teachers> together to meet as a group with staff of the teacher preparation program. If the <courses> are on-line, estimate the number of hours <future teachers> are required to interact with the instructor and the material.

In Questions 3 through 9 below we ask you about your program's content requirements. Six types of <courses> are listed that <future teachers> are likely to take as part of their teacher preparation. For each, please indicate what is the *minimum* number of *required or elective* <courses> that <future teachers> would *need* to take to fulfill the requirements in the teacher preparation program. If there is no *minimum* number, please estimate the average number of <courses> that <future teachers> take in each of these six types. In addition, please indicate the number of teaching contact hours dedicated to these <courses> for the duration of the program.

Please note that Questions 3 through 9 refer to the total number of <courses> that <future teachers> are required to complete, whether they be required <courses> or electives. Thus, if a program requires <future teachers> to complete six compulsory mathematics <courses>, and another four electives from a set of eight, you should answer that the number of mathematics <courses> required for the whole program is ten. Please see the example below:

EXAMPLE

If a program includes 10 academic mathematics <courses>, and 3 (required) of these <courses> meet for 3 hours a week for 32 weeks in a given term, 3 (also required) for 3 hours for 16 weeks in a given term, and 4 (electives) for 4 hours for 16 weeks in a given term, Item B for hours attended per “academic mathematics <course>” for the duration of the program should read: 688 contact hours for the duration of the program.

Academic Mathematics <courses>

Definition: <Courses> that aim to provide mathematics knowledge to a more general population of university students, that may or may not include <future teachers>, and are designed to treat content beyond the mathematics learned at the <secondary> school level, that is, mathematics at the university level (e.g., “Abstract Algebra”, “Functional Analysis”, “Differential Equations”, etc.).

If you do not have this information in the program, please mark the box below and proceed to the next question.

We do not have this information in the program.

A. Number of academic mathematics <courses> for the duration of the program:

B. Number of teaching contact hours <future teachers> attend per academic mathematics <course> for the duration of the program:

| |
|---------------------------------|
| 10 |
| <hr style="width: 100%;"/> |
| <courses> |
| <hr style="width: 100%;"/> |
| 688 |
| <hr style="width: 100%;"/> |
| contact hours |
| for the duration of the program |

3.

<Liberal Arts> <courses> (except Mathematics)

Definition: <Courses> of a general or theoretical nature designed to develop judgment and understanding about human beings' relationship to the social, cultural, and natural environment (e.g., natural and social sciences, languages, drama, music, art, philosophy, religion, etc.).

If you do not have this information in the program, please mark the box below and proceed to Question 4.

MID003

We do not have this information in the program.

MID003A

A. Number of <liberal arts> <courses> for the duration of the program: _____
<courses>

MID003B

B. Number of teaching contact hours <future teachers> attend per <liberal arts> <course> for the duration of the program: _____
contact hours
for the duration of the program

4.

Academic Mathematics <courses>

Definition: <Courses> that aim to provide mathematics knowledge to a more general population of university students, that may or may not include <future teachers>, and are designed to treat content beyond the mathematics learned at the <secondary> school level, that is, mathematics at the university level (e.g., "Abstract Algebra", "Functional Analysis", "Differential Equations", etc.).

If you do not have this information in the program, please mark the box below and proceed to Question 5.

MID004

We do not have this information in the program.

MID004A

A. Number of academic mathematics <courses> for the duration of the program: _____
<courses>

MID004B

B. Number of teaching contact hours <future teachers> attend per academic mathematics <course> for the duration of the program: _____
contact hours
for the duration of the program

5.**<Courses> in mathematics content related to the school mathematics curriculum**

Definition: <Courses> dealing mainly with the structure, sequence, content, and level of competence required from pupils to successfully learn from the school mathematics curriculum (<primary> or <secondary> levels). Examples of such <courses> are “Structure and Content of the Lower <Secondary> Mathematics Curriculum”, “Development and Understanding of the School Mathematics Curriculum”, etc.

If you do not have this information in the program, please mark the box below and proceed to Question 6.

MID005

We do not have this information in the program.

MID005A

A. Number of <courses> in **mathematics content related to the school mathematics curriculum** for the duration of the program:

<courses>

MID005B

B. Number of teaching contact hours <future teachers> attend per <course> in **mathematics content related to the school mathematics curriculum** for the duration of the program:

contact hours
for the duration of the program

6.**Mathematics <pedagogy courses>**

Definition: <Courses> dealing with the methods of teaching and learning mathematics (e.g., mathematics <pedagogy>, didactics of mathematics). These <courses> could include treatment of pupils’ cognition (e.g., how one learns mathematics) or pupils’ thinking in relation to mathematics concepts. Examples of such types of units are <courses> like “Learner Diversity and the Teaching of Subject Matter: Mathematics,” “<Primary> and Middle School Mathematics: Teaching Developmentally”, etc.

If you do not have this information in the program, please mark the box below and proceed to Question 7.

MID006

We do not have this information in the program.

MID006A

A. Number of mathematics <pedagogy> <courses> for the duration of the program:

<courses>

MID006B

B. Number of teaching contact hours <future teachers> attend per mathematics <pedagogy> <course> for the duration of the program:

contact hours
for the duration of the program

11.

In the program requirements, guidelines and other documentation, how much weight is given to each of the goals listed below? (If the program prepares specialists in various subject-matters, answer in terms of persons preparing to be mathematics teachers.)

Check one box in each row.

| Program Goals: | | Little or no weight | Some weight | Moderate weight | Major weight |
|---|---|---------------------------|--------------------------|--------------------------|--------------------------|
| Curriculum Content Knowledge | | | | | |
| MID011A | A. Study of the curriculum content to be taught in schools | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| MID011B | B. Study of the mathematics content in the school curriculum | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| MID011C | C. Study of mathematics at tertiary level | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| MID011D | D. Study of other disciplines at tertiary level | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <Pedagogical> Content Knowledge | | | | | |
| MID011E | E. Study of <pedagogy>/teaching methods specific to the teaching of mathematics | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| MID011F | F. Knowledge about pupil learning in mathematics | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| MID011G | G. Knowing common pupil misunderstandings in mathematics | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| MID011H | H. Knowing how to build on pupils' prior knowledge in mathematics | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| General <Pedagogy>/Educational Foundations | | | | | |
| MID011I | I. Learning classroom management skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| MID011J | J. Managing disruptive pupils | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| MID011K | K. Planning lessons based on recommended <pedagogical> principles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Assessing Learning | | | | | |
| MID011L | L. Knowing how to develop good assessment tools | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| MID011M | M. Using formative assessment to plan learning activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| MID011N | N. Conducting fair and valid summative assessments of pupil learning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| MID011O | O. Interpreting data from externally-conducted tests | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

11. (continued)

In the program requirements, guidelines and other documentation, how much weight is given to each of the goals listed below? (If the program prepares specialists in various subject-matters, answer in terms of persons preparing to be mathematics teachers.)

Check one box in each row.

| Program Goals: | | Little or no weight | Some weight | Moderate weight | Major weight | |
|---|-----|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| Knowledge of Pupils and Diversity | | | | | | |
| MID011P | P. | Studying child development | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MID011Q | Q. | Specific strategies for teaching pupils with behavioral and emotional problems | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MID011R | R. | Specific strategies and curriculum for teaching pupils with learning disabilities | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MID011S | S. | Specific strategies and curriculum for teaching gifted pupils | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MID011T | T. | Specific strategies and curriculum for teaching pupils from diverse cultural backgrounds | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MID011U | U. | Accommodating the needs of pupils with physical disabilities in your classroom | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MID011V | V. | Working with children from poor or disadvantaged backgrounds | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| Preparation for Further Development as a Teacher | | | | | | |
| MID011W | W. | Developing the knowledge and skills to do teacher action research | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MID011X | X. | Learning to reflect on one's own learning and teaching practices | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MID011Y | Y. | Learning to improve one's own teaching by working with other teachers | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| Understanding the School Environment | | | | | | |
| MID011Z | Z. | Study of the communities in which <future teachers> are likely to teach | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MID011AA | AA. | Knowledge of the school system in a particular nation/state/district | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MID011AB | AB. | Knowledge of legal and professional standards/requirements for teachers | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

12.

Which institutional requirements do <future teachers> have to meet to successfully complete this program?

Check one box in each row.

| | | Yes | No |
|---------|--|---------------------------------------|---------------------------------------|
| MID012A | A. Receive a passing grade on all the <courses/subjects/units> required by the program | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MID012B | B. Pass a comprehensive written examination/assessment | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MID012C | C. Pass a comprehensive oral examination/assessment | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MID012D | D. Pass an examination set by national or state/provincial authorities | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MID012E | E. Pass an examination set by this institution or program | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MID012F | F. Successfully demonstrate a required level of teaching competence in a classroom | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MID012G | G. Receive a passing grade on field experience | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MID012H | H. Write and defend a thesis | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

13.

MID013A Is there a document that prescribes competencies or performance standards that the graduates of this program are expected to meet?

Check one box.

- | | |
|--------|---------------------------------------|
| A. Yes | <input type="checkbox"/> ₁ |
| B. No | <input type="checkbox"/> ₂ |

MID013BT If yes, please provide a full reference and –if available—a website address in the following space, or alternatively attach a copy of the document.
If no, please skip to PART E.

Reference:

14.

If you answered “Yes” to Question 13, please indicate where these guidelines on competencies or performance standards come from.

Check one box in each row.

| | | Yes | No |
|---------|--|---------------------------------------|---------------------------------------|
| MID014A | A. National government | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MID014B | B. State/provincial government or regional education authorities | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MID014C | C. This institution | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MID014D | D. There is no such document | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

PART E. FIELD EXPERIENCE

The following section contains questions about field experience, i.e. that part of teacher education programs in which <future teachers> are assigned to <primary> or <secondary> schools in order to learn about and from practice. We distinguish between two types of field experience as follows:

Extended teaching practice – two weeks or more of continuous work in schools when the main purpose is to prepare and enable <future teachers> to assume overall responsibility for teaching a whole class or classes of students.

Introductory field experiences – short term assignments in <primary> and <secondary> schools for various exploratory and preparatory purposes, such as getting to know schools as organizations and how they work; learning about the work of teachers and whether it is an appropriate choice of career; observing and interviewing students, teachers, parents, etc; and assisting in the tasks of teaching in limited and closely supervised ways.

1.

Which of these types of field experience are included in your program?

Check one box in each row.

- | | | | | |
|---------|----|--------------------------------|--|---|
| MIE001A | A. | Extended teaching practice | Yes <input type="checkbox"/> ₁ | No <input type="checkbox"/> ₂ |
| MIE001B | B. | Introductory field experiences | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

If you answered “No” to both options above, please go to PART F.

2.

Although it may be difficult in some cases to clearly distinguish these two types, please indicate as best you can the number of days that <future teachers> in your programs are expected to spend in <primary> and <secondary> school settings by year (either in extended teaching practice or introductory field experiences).

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|
| A. Number of days <future teachers> are expected to spend in <i>extended teaching practice</i> | <u>MIE002A1</u> | <u>MIE002A2</u> | <u>MIE002A3</u> | <u>MIE002A4</u> | <u>MIE002A5</u> |
| B. Estimated average number of hours per day for <i>extended teaching practice</i> | <u>MIE002B1</u> | <u>MIE002B2</u> | <u>MIE002B3</u> | <u>MIE002B4</u> | <u>MIE002B5</u> |
| C. Number of days <future teachers> expected to spend in <i>introductory field experiences</i> | <u>MIE002C1</u> | <u>MIE002C2</u> | <u>MIE002C3</u> | <u>MIE002C4</u> | <u>MIE002C5</u> |
| D. Estimated average number of hours per day for <i>introductory field experiences</i> | <u>MIE002D1</u> | <u>MIE002D2</u> | <u>MIE002D3</u> | <u>MIE002D4</u> | <u>MIE002D5</u> |

Question 3 below focuses on short field experiences only. If there are no short field experiences, skip to Question 4.

3.

How often are the following activities assigned as part of the introductory field experiences in this program?

Check one box in each row.

| | | Not at all | Rarely | Sometimes | Usually | Don't know |
|---------|--|----------------|----------------|----------------|----------------|----------------|
| | | □ ₁ | □ ₂ | □ ₃ | □ ₄ | □ ₅ |
| MIE003A | A. Plan lessons | □ ₁ | □ ₂ | □ ₃ | □ ₄ | □ ₅ |
| MIE003B | B. Teach individual lessons to whole classes | □ ₁ | □ ₂ | □ ₃ | □ ₄ | □ ₅ |
| MIE003C | C. Tutor individual pupils | □ ₁ | □ ₂ | □ ₃ | □ ₄ | □ ₅ |
| MIE003D | D. Work with small groups of pupils | □ ₁ | □ ₂ | □ ₃ | □ ₄ | □ ₅ |
| MIE003E | E. Assist teachers in other ways | □ ₁ | □ ₂ | □ ₃ | □ ₄ | □ ₅ |
| MIE003F | F. Assist in school activities outside assigned classroom (e.g. sports, field trips) | □ ₁ | □ ₂ | □ ₃ | □ ₄ | □ ₅ |
| MIE003G | G. Carry out case studies of selected pupils | □ ₁ | □ ₂ | □ ₃ | □ ₄ | □ ₅ |
| MIE003H | H. Carry out classroom observation | □ ₁ | □ ₂ | □ ₃ | □ ₄ | □ ₅ |
| MIE003I | I. Collect data for research projects | □ ₁ | □ ₂ | □ ₃ | □ ₄ | □ ₅ |
| MIE003J | J. Visit families in their homes | □ ₁ | □ ₂ | □ ₃ | □ ₄ | □ ₅ |
| MIE003K | K. Interview teachers and/or principals | □ ₁ | □ ₂ | □ ₃ | □ ₄ | □ ₅ |
| MIE003L | L. Observe and/or participate in teachers' meetings | □ ₁ | □ ₂ | □ ₃ | □ ₄ | □ ₅ |

The following Questions 4-15 apply only to extended teaching practice. If there are no extended teaching practices in your program, please skip to PART F.

MIE004

4.

During extended teaching practice, how often do you expect <future teachers> to be observed by a <teacher educator/supervisor>?

Check one box.

- | | | | |
|----|--|--------------------------|---|
| A. | Every day that the <future teacher> spends in school | <input type="checkbox"/> | 1 |
| B. | Not every day, but at least once a week | <input type="checkbox"/> | 2 |
| C. | Every 2-3 weeks | <input type="checkbox"/> | 3 |
| D. | Once a month or less frequently | <input type="checkbox"/> | 4 |
| E. | Once every 4 months | <input type="checkbox"/> | 5 |
| F. | Never | <input type="checkbox"/> | 6 |

MIE005

5.

Do practicing <primary> or <secondary> teachers receive compensation for <supervising/instructing/mentoring> <future teachers> during their extended teaching practice?

Check one box.

- | | | | |
|----|-----|--------------------------|---|
| A. | Yes | <input type="checkbox"/> | 1 |
| B. | No | <input type="checkbox"/> | 2 |

MIE006

6.

Do specialists in mathematics have any responsibility for <supervising/instructing/mentoring> <future teachers> in this program during their extended teaching practice?

Check one box.

- | | | | |
|----|-----|--------------------------|---|
| A. | Yes | <input type="checkbox"/> | 1 |
| B. | No | <input type="checkbox"/> | 2 |

MIE007

7.

For the latest cohort to complete the program, please provide the following information:

The percentage who gained a satisfactory result for their final extended teaching practice ___%

8.

What is the policy regarding <future teachers> whose performance is unsatisfactory in their extended teaching practice?

Check one box in each row.

- | | | Yes | No |
|---------|---|--------------------------|--------------------------|
| MIE008A | A. We have no such policy on this matter. | <input type="checkbox"/> | <input type="checkbox"/> |
| MIE008B | B. <Future teachers> with performance problems receive special counseling about this problem. | <input type="checkbox"/> | <input type="checkbox"/> |
| MIE008C | C. <Future teachers> who do not reach a certain threshold in performance fail this requirement. | <input type="checkbox"/> | <input type="checkbox"/> |
| MIE008D | D. <Future teachers> who fail this performance requirement may be eliminated from the <program>. | <input type="checkbox"/> | <input type="checkbox"/> |
| MIE008E | E. Generally nothing happens to such <future teachers> as a result of unsatisfactory performance. | <input type="checkbox"/> | <input type="checkbox"/> |

9.

Please indicate whether <supervisors/instructors/mentors> in the extended teaching practice are likely to assume each of the following responsibilities.

Check one box in each row.

| | | Definitely yes | Probably yes | Probably not | Definitely not |
|---|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| Responsibilities for helping <future teachers> to plan | | | | | |
| MIE009A | A. The mathematics content of a lesson | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MIE009B | B. The mathematics <pedagogy> of a lesson | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MIE009C | C. How to deal with pupils with learning problems | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MIE009D | D. How to deal with pupils with behavior problems | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| Responsibilities for observations | | | | | |
| MIE009E | E. Observing <future teachers> performance in classrooms to which they are assigned | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MIE009F | F. Observing <future teachers> rehearsing their lessons | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| Responsibilities for instructing, modeling, coaching, etc. | | | | | |
| MIE009G | G. Teaching a lesson to <primary> or <secondary> school pupils that a <future teacher> is expected to observe | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MIE009H | H. Taking charge of a class of <primary> or <secondary> school pupils to help a <future teacher> who has run into difficulties with the class | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| Responsibilities for giving oral feedback and fostering reflection | | | | | |
| MIE009I | I. Leading group discussions of what <future teachers> are experiencing during their extended teaching practice | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MIE009J | J. Giving <future teachers> oral feedback on the adequacy of the mathematics content in their teaching | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MIE009K | K. Giving <future teachers> oral feedback on their <pedagogical> approach to teaching mathematics | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| Assessment responsibilities | | | | | |
| MIE009L | L. Providing formal summative assessments to <future teachers> for field experience performance | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MIE009M | M. Writing narrative reports on the field experience performance of <future teachers> | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

MIE010 **10.** In extended teaching practice, who determines the structure and nature of the activities undertaken by <future teachers> in the school(s) to which they are assigned?

Check one box.

- A. Only personnel from the school system ₁
- B. Mostly personnel from the school system, with assistance from the staff of the <University/College> ₂
- C. Mostly the staff of the <University/College>, assisted by personnel from the school system ₃
- D. Only the staff of the <University/College> ₄

MIE011 **11.** How often do <mentors/supervisors/instructors> of extended teaching practice or introductory field experiences provide written feedback (e.g., grades or reports) on individual <future teachers> to the program?

Check one box.

- A. Never ₁
- B. Only at the very end of the last field experience in the program ₂
- C. At least once each year during which the <future teacher> has some field experience ₃
- D. More frequently in each year for which the <future teacher> has some field experience ₄
- E. More frequently in the last year of the program, but not in earlier years ₅

12.

Are the following persons assigned to mentor and assess <future teachers> during <field experience>?

- In the *mentoring* column below, check the category or categories of persons who are typically responsible in this program for mentoring and/or supervising <future teachers> in the school(s) to which they are assigned.
- In the *assessment* column, check the category or categories of persons who are typically responsible in this program for overall assessment of the <future teacher>.

*Check one box in each row for
the mentoring column and one
for the assessment column.
Extended teaching practice*

| | | Mentoring | | Assessment | |
|----------------------|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| | | Yes | No | Yes | No |
| MIE012A1 MIE012A2 | A. Practicing classroom teacher in <primary> or <secondary> school | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MIE012B1 MIE012B2 | B. Principal or other administrator in a particular <primary> or <secondary> school | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MIE012C1 MIE012C2 | C. Inspector, <pedagogical> advisor or other mid-level administrator in <primary> or <secondary> school system | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MIE012D1 MIE012D2 | D. Postgraduate students in a university | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MIE012E1 MIE012E2 | E. Other more senior university/college teaching staff | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MIE012F1 MIE012F2 | F. Retired <primary> or <secondary> school teacher or administrator | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MIE012G1 MIE012G2 | G. Other personnel not included in the above categories | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

MIE013

13.

For the assessment of extended teaching practice, what guidance is provided to those who do the assessment?

Check one box.

- | | | |
|--|--------------------------|--------------|
| A. Written guidelines | <input type="checkbox"/> | ₁ |
| B. Training sessions | <input type="checkbox"/> | ₂ |
| C. Written guidelines and training sessions | <input type="checkbox"/> | ₃ |
| D. Neither written guidelines nor training sessions are provided | <input type="checkbox"/> | ₄ |

MIE014

14.

Who is responsible for finding extended teaching practice placements for the <future teachers> in your program?

Check one box.

- | | | |
|---|--------------------------|--------------|
| A. The <future teacher> finds all field placements by him or herself. | <input type="checkbox"/> | ₁ |
| B. The institution and/or its educators take this responsibility. | <input type="checkbox"/> | ₂ |
| C. An agency outside the institution does this. | <input type="checkbox"/> | ₃ |
| D. Other (please specify): _____ | <input type="checkbox"/> | ₄ |

MIE014T

MIE015

15.

Which of the following statements best describes placement of <future teachers> in schools for extended teaching practice?

Check one box.

- | | | |
|--|--------------------------|--------------|
| A. We have <u>no problem</u> finding a sufficient number of school and classroom placements that we consider <u>appropriate</u> for our <future teachers>. | <input type="checkbox"/> | ₁ |
| B. Appropriate school and classroom placements are <u>not</u> readily available in sufficient number. | <input type="checkbox"/> | ₂ |

PART F. PROGRAM ACCOUNTABILITY AND STANDARDS

1.

At what level are the decisions made about the curriculum of this program in your institution? If the appropriate answer lies between “State or Provincial” and “Institutional”, please check the answer “Local district”. If decisions are made at more than one of these levels, check the level that has the most influence on program policies for the area in question.

Check one box in each row.

| | | Institution | Local district | State or Provincial | National | Does not apply |
|---------|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| MIF001A | A. Program goals and emphasis | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| MIF001B | B. Selection of textbooks, teaching materials, readings | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| MIF001C | C. Standards of classroom performance expected of graduates | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| MIF001D | D. Standards of content knowledge expected of graduates | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| MIF001E | E. Subject-matter knowledge to be covered in mathematics | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| MIF001F | F. Mathematics <pedagogy> curriculum | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| MIF001G | G. General <pedagogy>/educational foundations curriculum | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| MIF001H | H. <Liberal arts> curriculum | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| MIF001I | I. Number of credits required in program areas | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| MIF001J | J. Length of practical training | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| MIF001K | K. Location of practical training | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| MIF001L | L. Monitoring of <future teachers>’ progress through the program | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| MIF001M | M. Quality and frequency of the supervision during practical training | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| MIF001N | N. Type and content of assessments throughout the program | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| MIF001O | O. External examinations | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |

PART G. STAFFING

1.

MIG001A a) Please give the number of full-time staff assigned teaching responsibilities in this program.
 _____ full-time staff members

MIG001B b) Please give the number of part-time staff assigned teaching responsibilities in this program.
 _____ part-time staff members.

c) Please calculate or estimate the percentages of the full-time staff members with teaching responsibilities in this program who hold the following credentials.

| | | |
|----------|--|---------|
| MIG001C1 | A. <ISCED level 6> | _____ % |
| MIG001C2 | B. <ISCED level 5A, 2 nd degree> | _____ % |
| MIG001C3 | C. <ISCED level 5A, 1 st degree> | _____ % |
| MIG001C4 | D. Other credentials at <ISCED levels 5B or 4> or less | _____ % |
| | TOTAL | 100% |

2.

Please calculate or estimate the percentages of the full-time staff members with teaching responsibilities in this program who hold the following academic ranks.

| | Academic rank | % of full-time staff |
|----------|---|----------------------|
| MIG002A | A. Very senior (e.g., <Full Professor>) | _____ % |
| MIG002B | B. Senior (e.g., <Senior Lecturer or Associate Professor>) | _____ % |
| MIG002C | C. Junior (e.g., <Assistant Professor or Lecturer>) | _____ % |
| MIG002D | D. Assistant (e.g., <Tutor/Graduate Assistant/Junior Lecturer>) | _____ % |
| MIG002E | E. Other (please explain below): | _____ % |
| MIG002ET | _____ | |
| | TOTAL | 100 % |

3.

Please indicate whether staff employed by your institution to teach mathematics or mathematics related content to <future teachers> in this program would normally be required to have:

Check one box in each row.

| | | Yes | No |
|---------|---|---------------------------------------|---------------------------------------|
| MIG003A | A. <ISCED level 5B> | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MIG003B | B. <ISCED level 5, 1 st degree> | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MIG003C | C. <ISCED level 5, 2 nd degree> | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MIG003D | D. <ISCED level 6> | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MIG003E | E. A teaching qualification for <primary> or <secondary> school | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MIG003F | F. Experience teaching in <primary> or <secondary> school(s) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MIG003G | G. A current cross-appointment in a school | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

MIG003 Mark this box if you do not have information to answer Question 3.

4.

Please indicate whether staff employed by your institution to teach mathematics <pedagogy> to <future teachers> in this program would normally be required to have:

Check one box in each row.

| | | Yes | No |
|---------|---|---------------------------------------|---------------------------------------|
| MIG004A | A. <ISCED level 5B> | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MIG004B | B. <ISCED level 5, 1 st degree> | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MIG004C | C. <ISCED level 5, 2 nd degree> | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MIG004D | D. <ISCED level 6> | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MIG004E | E. A teaching qualification for <primary> or <secondary> school | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MIG004F | F. Experience teaching in <primary> or <secondary> school(s) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MIG004G | G. A current cross-appointment in a school | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

MIG004 Mark this box if you do not have information to answer Question 4.

5.

Please indicate whether staff employed by your institution to <supervise/mentor/instruct> in extended teaching practice are normally required to have:

Check one box in each row.

| | | Yes | No |
|---------|---|---------------------------------------|---------------------------------------|
| MIG005A | A. <ISCED level 5B> | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MIG005B | B. <ISCED level 5, 1 st degree> | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MIG005C | C. <ISCED level 5, 2 nd degree> | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MIG005D | D. <ISCED level 6> | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MIG005E | E. A teaching qualification for <primary> or <secondary> school | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MIG005F | F. Experience teaching in <primary> or <secondary> school(s) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MIG005G | G. A current cross-appointment in a school | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MIG005 | <input type="checkbox"/> Mark this box if you do not have information to answer Question 5. | | |

PART H. PROGRAM RESOURCES

1.

What is the overall annual budget of this program for this year?

MIH001A _____ <country currency> (include only the costs of the teacher preparation program).

MIH001B _____ <country currency> include the cost contributed by other programs/departments that provide <courses> taken by <future teachers> in your program.

MIH002

2.

How much is the budget for instruction (teaching staff salaries)?

_____ <country currency>

MIH003A

3.

Are <future teachers> given direct subsidies for living expenses?

Check one box.

- A. Yes
- B. No

MIH003B If yes, how much is the total budget for <future teacher> subsidies? _____ <country currency>

PART I. REFLECTIONS ON THE PROGRAM

This section of the questionnaire is optional. This is your chance to tell us important things about your program that we have not asked about. While not required, the answers will help us greatly in understanding your program.

- MII001A **1.** Are there historical, social or cultural factors that you think are essential for understanding of this program?

Check one box.

- A. Yes ₁
 B. No ₂

If "Yes", please summarize them briefly below:

MII001BT

MII001CT

Source:

MII002AT

- 2.** What do you see as the most distinctive strengths of your program? (For example, funding, time allocated to learn the mathematics needed, time for practical experience, qualified faculty, connections with schools, materials, technology, teaching facilities, etc.)

MII002BT

Source:

MII003AT **3.**
 What are the main problems facing your program/institution? (For example, problems with funding, time allocated to learn mathematics, time for practical experience, qualified faculty, connections with schools, materials, technology, teaching facilities, etc.)

MII003BT Source:

MII004AT **4.**
 Are there other important or unique aspects of your program/institution you think it is important for us to know about?

MII004BT Source:



TEDS-M 2008

Thank you

FOR COMPLETING THIS SURVEY

Copyrights: Questionnaire items were received from several sources, including study investigators, National Research Coordinators, consultants, and previous studies.

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Section 2: TEDS-M 2008 Educator Questionnaire



Identification Label

IEA – Teacher and Development Study in Mathematics
(TEDS-M)

TEDS-M 2008
SURVEY FOR MATHEMATICS,
MATHEMATICS <PEDAGOGY>
& GENERAL <PEDAGOGY>
EDUCATORS

<TEDS-M National Research Center Name>
<Address>



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<date>

Dear [country appropriate term for educator]:

This questionnaire is part of an international study called the Teacher Education and Development Study in Mathematics (TEDS-M). TEDS-M is a research project on the mathematics preparation of <primary and lower secondary> teachers in close to twenty countries. The study is designed to measure and interpret differences in national teacher education systems in order to help improve the education of mathematics teachers worldwide. This questionnaire includes questions about you and the opportunities to learn to teach mathematics, and to teach more generally, that you and your program provide for future <primary and lower secondary> teachers. We are also interested in your beliefs about mathematics teaching and learning. The questionnaire is anticipated to require approximately 30 minutes for you to complete.

- ❖ To secure confidentiality, no TEDS-M result will be reported for individuals. All publications will refer to aggregate data. All data collected will be maintained confidentially and securely in the International Research Centers.
- ❖ You indicate your voluntary agreement to participate by completing and returning this questionnaire.

If you have questions about this questionnaire or about the study, you may contact the international project director at the International Study Center, Maria Teresa Tatto: mttatto@msu.edu

If you have any questions regarding your participation in this study, contact [name of project leaders] in the [name of national research center in the country], [e-mail of the project leaders], [phone number of project leaders].

Thank you for taking the time to complete this questionnaire.

Sincerely,

[country project leaders signature]

PART A: GENERAL ACADEMIC BACKGROUND

MEA001

1.
Which one of the following best describes your current academic rank at your <college/university/institution>?

Check one box.

- A. <Professor> ₁
- B. <Associate Professor> ₂
- C. <Assistant Professor/Senior Lecturer> ₃
- D. <Lecturer> ₄
- E. <Instructor/tutor> ₅
- F. Not Applicable: No ranks designated at this <college/university/institution> for my position ₆
- G. Other (Please specify): _____ ₇

MEA001T

2.

MEA002

What is your gender?

- A. **Female** ₁
- B. **Male** ₂

3.

What is the highest degree you have earned in each of the following areas?

Check one box in each row.

| Highest Academic Qualification | | 1. <Non-university, tertiary level> (e.g., Specialist Certificate) | 2. <First university> degree (e.g., Undergraduate or Bachelors) | 3. <Masters level> degree (also post-graduate diploma) | 4. <Doctorate level> degree or higher | 5. No degree in this field |
|--------------------------------|--|--|---|--|---------------------------------------|---------------------------------------|
| | | <ISCED 5B> | <ISCED 5A> First degree | <ISCED 5A> Second degree | <ISCED 6> | |
| MEA003A | A. Mathematics | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| MEA003B | B. Mathematics Education | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| MEA003C | C. Education | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| MEA003D | D. Other mathematics related discipline or field | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| MEA003E | E. Other discipline or field | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |

MEA004

4.
Do you consider yourself a mathematics specialist?

Check one box.

- A. Yes, mathematics is my main specialty. ₁
- B. Yes, mathematics is one of two or more subjects about which I am especially knowledgeable. ₂
- C. No, but mathematics is a particular interest of mine. ₃
- D. No. ₄

MEA005

5.
Do you currently hold, or have you ever held, a <teaching certificate, license or registration> to teach <primary and/or secondary> grades?

Check one box.

- A. Yes, I currently hold a <teaching certificate/license/registration>. ₁
- B. Yes, I had a <certificate/license/registration>, which has expired. ₂
- C. No, I have never held a <certificate/license/registration>. ₃

MEA006

6.
Do you currently hold a teaching position in a <primary or secondary> school in addition to your current position in this institution?

Check one box.

- A. Yes ₁
- B. No ₂

PART B: TEACHING BACKGROUND

1.

For how many years have you taught

(Write 0 if none)

Number of years

MEB001A A. in <primary> schools? _____

MEB001B B. in <secondary> schools? _____

2.

If you reported <primary or secondary> teaching experience in question 1, for how many of these years did you teach mathematics

Number of years

MEB002A A. in <primary> schools? _____

MEB002B B. in <secondary> schools? _____

(Write 0 if none)

3.

For how many years have you been employed, or otherwise professionally engaged, with this <teacher education institution>?

Number of years

(Write 0 if none)

4.

MEB004 For how many years have you prepared <future teachers> who will teach at each of the following levels?

If you do not know if <future teachers> enroll in your <course>, please check this box and skip to question 5.

Number of years

MEB004A A. <Primary> schools _____

MEB004B B. <Secondary> schools _____

(Write 0 if none)

5.

MEB005 Are the <courses> that you teach currently composed entirely of <future teachers>?

Check *one* box.

A. Yes, all of my <courses> ₁

B. Yes, most of my <courses> ₂

C. Yes, some but not most of my <courses> ₃

D. No, none of my <courses> ₄

E. I don't know ₅

6.

At which of the following levels do you teach <courses> in your institution?

Check *one* box in each *row*.

| | | | |
|---------|--|---------------------------------------|---------------------------------------|
| | | Yes | No |
| MEB006A | A. <ISCED Level 5A first degree> or undergraduate level | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MEB006B | B. <ISCED Level 5A second degree>, postgraduate or masters level | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MEB006C | C. <ISCED Level 6>, doctoral (Ph.D. or Ed.D.) level | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

PART C: PROFESSIONAL EXPERIENCE**1.**

Please indicate whether you received special preparation for teaching <future teachers>.

Check one box in each row.

| | | Yes | No |
|---------|--|---------------------------------------|---------------------------------------|
| MEC001A | A. I received special preparation <u>prior</u> to starting work as a teacher of <future teachers>. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MEC001B | B. I received special training or preparation <u>after</u> starting to work as a teacher of <future teachers>. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₃ |
| MEC001C | C. I have <u>never</u> received any special training for working as a teacher of <future teachers>. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

2.

Estimate the total amount of time you have participated as a learner in professional development in each of the following areas during the last 12 months. (Include research seminars, working groups, professional meetings, workshops, and conferences.)

Check one box in each row.

| | | None | 1-5 hrs | 6-15 hrs | 16-35 hrs | More than 35 hrs |
|---------|---------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| MEC002A | A. Mathematics | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| MEC002B | B. Mathematics <Pedagogy> | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| MEC002C | C. General <Pedagogy> | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |

PART D: RESEARCH EXPERIENCE

1.

Indicate whether you have ever conducted research in each of the following areas:

Check one box in each row.

| | | Yes | No |
|---------|---|---------------------------------------|---------------------------------------|
| MED001A | A. Research in mathematics | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MED001B | B. Research in mathematics education or mathematics <pedagogy> | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MED001C | C. Educational research in areas other than mathematics <pedagogy> | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

2.

In the past 12 months, approximately what percent of your working time was devoted to each of the following types of activities?

Total should be 100%.

| | | |
|----------|---|------------|
| MED002A | A. Teaching and teaching-related activities | _____ % |
| MED002B | B. Research and research-related activities | _____ % |
| MED002C | C. <College/university> administration | _____ % |
| MED002D | D. <Service> to the profession (e.g. administration, mentoring, officer in a professional organization, advisory boards) | _____ % |
| MED002E | E. Other (Please specify): | _____ % |
| MED002ET | _____ Total | _____ 100% |

PART E: FIELD-BASED INSTRUCTION

1.

When <future teachers> are on <practicum/field experience> please indicate which of the following are part of your role?

Check one box in each row.

| | | Yes | No |
|---------|---|---------------------------------------|---------------------------------------|
| MEE001A | A. To observe them as they teach | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MEE001B | B. To provide advice and guidance about their teaching | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MEE001C | C. To assess and/or report on their success in teaching | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

If you answered 'Yes' to any role, please proceed to THE NEXT QUESTION, otherwise go to PART F: OPPORTUNITIES TO LEARN IN YOUR <COURSE>.

MEE002

2.

How long have you been instructing or supervising <future teachers> during their <practicum/teaching rounds/school experience>?

Check one box.

- | | |
|-----------------------|---------------------------------------|
| A. One year or less | <input type="checkbox"/> ₁ |
| B. 2-3 years | <input type="checkbox"/> ₂ |
| C. 4-10 years | <input type="checkbox"/> ₃ |
| D. More than 10 years | <input type="checkbox"/> ₄ |

PART F: OPPORTUNITIES TO LEARN IN YOUR <COURSE>

As you answer the following questions we would like you to have in mind one particular required teacher preparation <course> that you teach during this <module/quarter/semester>. To select this <course>, please choose the first required teacher preparation <course> that you teach during a regular week.

If you did not teach a <course> this < module/quarter/semester>, please select a <course> you taught in the previous <module/quarter/semester>. To select this <course>, please choose the first <course> that you taught during a regular week.

Please write the name of such <course> on the line below:

<COURSE> NAME: _____

1.

What level of <future teacher> takes this <course>?

Check one box in each row.

| | | Yes | No |
|---------|--|---------------------------------------|---------------------------------------|
| MEF001A | A. Future <primary> teachers | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MEF001B | B. Future <lower secondary> teachers | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MEF001C | C. Students preparing for careers other than teaching | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MEF001D | D. I do not know the career aspirations of my students | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

2.

MEF002 Which of the following best describes the main subject of this <course>?

Check one box.

- A. In this <course> students study mathematics only. ₁
- B. In this <course> students study mathematics <pedagogy> only. ₂
- C. In this <course> students study general <pedagogy> only. ₃
- D. In this <course> students study both mathematics and <pedagogy>. ₄

If this <course> includes MATHEMATICS CONTENT or MATHEMATICS PEDAGOGY, please respond to PART G.

If this <course> includes only GENERAL <PEDAGOGY>, skip PART G and continue to PART H.

**PART G: OPPORTUNITIES TO LEARN IN YOUR <COURSE>
(MATHEMATICS AND MATHEMATICS <PEDAGOGY>)**

1.

In the <course> you selected, at what level is emphasis given to learning mathematics?

Check one box in each row.

| | | Yes | No |
|---------|---|---------------------------------------|---------------------------------------|
| MEG001A | A. Learning mathematics at the level of the school curriculum | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MEG001B | B. Learning school mathematics topics at a deeper, more conceptual level than the school curriculum | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MEG001C | C. Learning mathematics beyond the school curriculum with no direct relation to the school curriculum | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

2.

In the <course> you selected, how often do you give your <future teachers> the opportunity to do the following?

Check one box in each row.

| | | Never | Rarely | Occasionally | Often |
|---------|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| MEG002A | A. Analyze and use national or state standards or frameworks for school mathematics | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEG002B | B. Build on pupils' existing mathematics knowledge and thinking skills | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEG002C | C. Explore how to apply mathematics to real-world problems | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEG002D | D. Explore how to use manipulative (concrete) materials or physical models to solve mathematics problems | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEG002E | E. Explore mathematics as the source for real-world problems | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEG002F | F. Learn how to explore multiple solution strategies with pupils | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEG002G | G. Learn how to show why a mathematics procedure works | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEG002H | H. Make distinctions between procedural and conceptual knowledge when teaching mathematics concepts and operations to pupils | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEG002I | I. Integrate mathematical ideas from across areas of mathematics | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

If this <course> does not include GENERAL <PEDAGOGY>, skip PART H and continue to PART I.

**PART H: OPPORTUNITIES TO LEARN IN YOUR <COURSE>
(GENERAL <PEDAGOGY>)**

I.
In the <course> you selected above, how often do you give your <future teachers> the opportunity to do the following?

Check one box in each row.

| | | Never | Rarely | Occasionally | Often |
|---------|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| MEH001A | A. Study stages of child development and learning | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEH001B | B. Develop research projects to test teaching strategies for pupils of diverse abilities | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEH001C | C. Consider the relationship between education, social justice and democracy | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEH001D | D. Observe teachers modeling new teaching practices | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEH001E | E. Develop and test new teaching practices | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEH001F | F. Set appropriately challenging learning expectations for pupils | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEH001G | G. Learn how to use findings from research to improve knowledge and practice | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEH001H | H. Connect learning across subject areas | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEH001I | I. Study ethical standards and codes of conduct expected of teachers | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEH001J | J. Create methods to enhance pupils' confidence and self-esteem | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEH001K | K. Identify opportunities for changing existing schooling practices | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEH001L | L. Identify appropriate resources needed for teaching | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

2.
 In this <course> how often do you give your <future teachers> the opportunity to do the following?

Check one box in each row.

| | | Never | Rarely | Occasionally | Often |
|---------|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| MEH002A | A. Develop specific strategies for teaching students with behavioral and emotional problems | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEH002B | B. Develop specific strategies and curriculum for teaching pupils with learning disabilities | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEH002C | C. Develop specific strategies and curriculum for teaching gifted pupils | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEH002D | D. Develop specific strategies and curriculum for teaching pupils from diverse cultural backgrounds | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEH002E | E. Accommodate the needs of pupils with physical disabilities in their classroom | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEH002F | F. Work with children from poor or disadvantaged backgrounds | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEH002G | G. Use teaching standards and codes of conduct to reflect on their teaching | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEH002H | H. Develop strategies to reflect upon the effectiveness of their teaching | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEH002I | I. Develop strategies to reflect upon their professional knowledge | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEH002J | J. Develop strategies to identify their learning needs | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

Now please proceed to PART I.

PART I: OPPORTUNITIES TO LEARN IN YOUR <COURSE> (ALL EDUCATORS)

1.

In the <course> you selected above, to what extent are your <future teachers> expected to do each of the following?

Check one box in each row.

| | | Never | Rarely | Occasionally | Often |
|---------|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| MEI001A | A. Listen to a lecture | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEI001B | B. Ask questions during class time | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEI001C | C. Participate in a whole class discussion | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEI001D | D. Make presentations to the rest of the class | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEI001E | E. Teach a class session using methods chosen by the <future teacher> | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEI001F | F. Teach a class session using methods demonstrated by the instructor | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEI001G | G. Work together in groups during class | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEI001H | H. Read about research on mathematics | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEI001I | I. Read about research on mathematics education | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEI001J | J. Read about research on teaching and learning | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEI001K | K. Analyze examples of teaching (e.g., film, video, transcript of lesson) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEI001L | L. Write mathematical proofs | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEI001M | M. Solve problems in applied mathematics | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEI001N | N. Solve a given mathematics problem using multiple strategies | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEI001O | O. Use computers or calculators to solve mathematics problems | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

2.
 During the <course> you selected earlier, how often do you require your <future teachers> to do each of the following?

MEI002

If these requirements do not apply to this <course>, check this box and go to the next question

Check one box in each row.

| | | Never | Rarely | Occasionally | Often |
|---------|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| MEI002A | A. Observe models of the teaching strategies they are learning | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEI002B | B. Practice theories for teaching subject-matter content they are learning | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEI002C | C. Complete assessments that show how they had applied ideas they are learning | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEI002D | D. Receive feedback about how well they had implemented teaching strategies they are learning | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEI002E | E. Collect and analyze evidence about pupil learning as a result of their teaching methods | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEI002F | F. Test out findings from educational research about difficulties pupils have in learning | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEI002G | G. Develop strategies to reflect upon their professional knowledge | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEI002H | H. Demonstrate that they can apply the teaching methods they are learning | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

3.
 In the <course> you selected, how often do you give your <future teachers> the opportunity to do the following?

MEI003

If these topics do not apply to this <course>, check this box and go to the next question

Check one box in each row.

| | | Never | Rarely | Occasionally | Often |
|---------|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| MEI003A | A. Accommodate a wide range of abilities in each lesson | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEI003B | B. Analyze pupil assessment data to learn how to assess more effectively | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEI003C | C. Assess higher-level goals (e.g. problem-solving, critical thinking) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEI003D | D. Assess low-level objectives (factual knowledge, routine procedures and so forth) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEI003E | E. Create learning experiences that make the central concepts of subject matter meaningful to pupils | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEI003F | F. Create projects that motivate all pupils to participate | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEI003G | G. Deal with learning difficulties so that specific pupil outcomes are accomplished | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEI003H | H. Develop games or puzzles that provide instructional activities at a high interest level | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEI003I | I. Develop instructional materials that build on pupils' experiences, interests and abilities | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEI003J | J. Give useful and timely feedback to pupils about their learning | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEI003K | K. Help pupils learn how to assess their own learning | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEI003L | L. Locate suitable curriculum materials and teaching resources | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEI003M | M. Use assessment to give effective feedback to parents or guardians | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEI003N | N. Use assessment to give feedback to pupils about their learning | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEI003O | O. Use classroom assessments to guide decisions about what and how to teach | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEI003P | P. Use pupils' misconceptions to plan instruction | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEI003Q | Q. Use standardized assessments to guide decisions about what and how to teach | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

**PART J: COHERENCE OF THE TEACHER PREPARATION PROGRAM
(ALL EDUCATORS)**

1.

Consider all of the <courses> in the program including subject matter <courses> (e.g., mathematics), mathematics <pedagogy courses>, and general education <pedagogy> <courses>. Please indicate the extent to which you agree or disagree with the following statements.

Check one box in each row.

| | | Disagree | Slightly disagree | Slightly agree | Agree |
|---------|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| MEJ001A | A. Each stage of the program seemed to be planned to meet the main needs <future teachers> had at each stage of their preparation. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEJ001B | B. Later <courses> in the program build on what is taught in earlier <courses> in the program. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEJ001C | C. The program was organized in a way that covered what <future teachers> needed to learn to become effective teachers. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEJ001D | D. The <courses> seemed to follow a logical sequence of development in terms of content and topics. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEJ001E | E. Each of the <courses> was clearly designed to prepare <future teachers> to meet a common set of explicit standard expectations for beginning teachers. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEJ001F | F. There were clear links between most of the <courses> in the teacher education program. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

PART K: BELIEFS ABOUT MATHEMATICS (ALL EDUCATORS)

Dear colleague: We would like all educators to answer the following sections about beliefs, whether or not you teach mathematics or mathematics <pedagogy>. Since the learning of subject-matter is interrelated with all aspects of schooling and since mathematics is one of the main school subjects, the beliefs of all educators about mathematics are important.

1.

To what extent do you agree or disagree with the following beliefs about the nature of mathematics?

Check one box in each row.

| | | Strongly disagree | Disagree | Slightly disagree | Slightly agree | Agree | Strongly agree |
|---------|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| MEK001A | A. Mathematics is a collection of rules and procedures that prescribe how to solve a problem. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ |
| MEK001B | B. Mathematics involves the remembering and application of definitions, formulas, mathematical facts and procedures. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ |
| MEK001C | C. Mathematics involves creativity and new ideas. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ |
| MEK001D | D. In mathematics many things can be discovered and tried out by oneself. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ |
| MEK001E | E. When solving mathematical tasks you need to know the correct procedure else you would be lost. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ |
| MEK001F | F. If you engage in mathematical tasks, you can discover new things (e.g., connections, rules, concepts). | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ |
| MEK001G | G. Fundamental to mathematics is its logical rigor and preciseness. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ |
| MEK001H | H. Mathematical problems can be solved correctly in many ways. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ |
| MEK001I | I. Many aspects of mathematics have practical relevance. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ |
| MEK001J | J. Mathematics helps solve everyday problems and tasks. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ |
| MEK001K | K. To do mathematics requires much practice, correct application of routines, and problem solving strategies. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ |
| MEK001L | L. Mathematics means learning, remembering and applying. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ |

3.

To what extent do you agree or disagree with each of the following statements about pupil achievement in <primary/lower secondary> mathematics?

Check one box in each row.

| | | Strongly disagree | Disagree | Slightly disagree | Slightly agree | Agree | Strongly agree |
|---------|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| MEK003A | A. Since older pupils can reason abstractly, the use of hands-on models and other visual aids becomes less necessary. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ |
| MEK003B | B. To be good at mathematics you need to have a kind of “mathematical mind”. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ |
| MEK003C | C. Mathematics is a subject in which natural ability matters a lot more than effort. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ |
| MEK003D | D. Only the more able pupils can participate in multi-step problem solving activities. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ |
| MEK003E | E. In general, boys tend to be naturally better at mathematics than girls. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ |
| MEK003F | F. Mathematical ability is something that remains relatively fixed throughout a person’s life. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ |
| MEK003G | G. Some people are good at mathematics and some aren’t. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ |
| MEK003H | H. Some ethnic groups are better at mathematics than others. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ |

PART L: PREPAREDNESS FOR TEACHING MATHEMATICS (ALL EDUCATORS)

1.

Please indicate the extent to which you think the teacher education program has prepared <future teachers> to do the following when they start their teaching career.

Check one box in each row.

| | | Not at all | A minor extent | A moderate extent | A major extent |
|---------|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| MEL001A | A. Communicate ideas and information about mathematics clearly to pupils | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEL001B | B. Establish appropriate learning goals in mathematics for pupils | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEL001C | C. Set up mathematics learning activities to help pupils achieve learning goals | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEL001D | D. Use questions to promote higher order thinking in mathematics | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEL001E | E. Use computers and ICT to aid in teaching mathematics | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEL001F | F. Challenge pupils to engage in critical thinking about mathematics | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEL001G | G. Establish a supportive environment for learning mathematics | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEL001H | H. Use assessment to give effective feedback to pupils about their mathematics learning | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEL001I | I. Provide parents with useful information about pupils' progress in mathematics | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEL001J | J. Develop assessment tasks that promote learning in mathematics | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEL001K | K. Incorporate effective classroom management strategies into mathematics teaching | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEL001L | L. Have a positive influence on difficult or unmotivated pupils | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MEL001M | M. Work collaboratively with other teachers | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

2.

MEL002

Overall, how effective do you believe your pre-service teacher education program was in preparing <future teachers> of mathematics?

Check one box.

- | | |
|---------------------|---------------------------------------|
| A. Very ineffective | <input type="checkbox"/> ₁ |
| B. Ineffective | <input type="checkbox"/> ₂ |
| C. Effective | <input type="checkbox"/> ₃ |
| D. Very effective | <input type="checkbox"/> ₄ |



TEDS-M 2008

Thank you

FOR COMPLETING THIS SURVEY

Copyrights: Questionnaire items were received from several sources, including study investigators, National Research Coordinators, consultants, and previous studies.

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Section 3: TEDS-M 2008 Future Teacher Questionnaire (Parts A, B, and D)



Identification Label

IEA – Teacher and Development Study in Mathematics
(TEDS-M)

TEDS-M 2008
MAIN STUDY
SURVEY FOR FUTURE TEACHERS
OF MATHEMATICS

<TEDS-M National Research Center Name>

<Address>



International Association for the Evaluation of Educational Achievement

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GENERAL BACKGROUND

MFA001

1.
How old are you?

_____ years

MFA002

2.
What is your gender?

- A. Female ₁
B. Male ₂
-

MFA003

3.
About how many books are there in your <parents' or guardian's> home?
(Do not count magazines, newspapers, or your school books.)

- A. None or few (0-10 books)
B. Enough to fill one shelf (11-25 books)
C. Enough to fill one bookcase (26-100 books)
D. Enough to fill two bookcases (101-200 books)
E. Enough to fill three or more bookcases (more than 200 books)

Check one box.

- ₁
₂
₃
₄
₅

4.

Do you have any of these items at your <parents' or guardian's> home?

Check one box in each row.

| | | Yes | No |
|---------|---|---------------------------------------|---------------------------------------|
| MFA004A | A. Calculator | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MFA004B | B. Computer (excluding TV/video game computers) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MFA004C | C. Study desk/table for your use | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MFA004D | D. Dictionary | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MFA004E | E. Encyclopedia (as a book or CD) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MFA004F | F. Playstation, Game Cube, Xbox or other TV/Video game system | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MFA004G | G. DVD player | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MFA004H | H. Three or more cars, small trucks or sport utility vehicles | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MFA004I | I. <Country specific> | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MFA004J | J. <Country specific> | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MFA004K | K. <Country specific> | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

5.

What is the highest level of education completed by your mother (or stepmother or female guardian)?

Check one box.

| | | |
|--------|---|---------------------------------------|
| MFA005 | A. <ISCED 1> primary | <input type="checkbox"/> ₁ |
| | B. <ISCED 2> lower secondary | <input type="checkbox"/> ₂ |
| | C. <ISCED 3> upper secondary | <input type="checkbox"/> ₃ |
| | D. <ISCED 4B> post-secondary non-tertiary | <input type="checkbox"/> ₄ |
| | E. <ISCED 5B> practical training | <input type="checkbox"/> ₅ |
| | F. <ISCED 5A> first degree | <input type="checkbox"/> ₆ |
| | G. <ISCED 5A> second degree | <input type="checkbox"/> ₇ |
| | H. Beyond <ISCED 5A>, first degree | <input type="checkbox"/> ₈ |
| | I. I don't know | <input type="checkbox"/> ₉ |

6.

What is the highest level of education completed by your father (or stepfather or male guardian)?

Check one box.

| | | |
|--------|---|---------------------------------------|
| MFA006 | A. <ISCED 1> primary | <input type="checkbox"/> ₁ |
| | B. <ISCED 2> lower secondary | <input type="checkbox"/> ₂ |
| | C. <ISCED 3> upper secondary | <input type="checkbox"/> ₃ |
| | D. <ISCED 4B> post-secondary non-tertiary | <input type="checkbox"/> ₄ |
| | E. <ISCED 5B> practical training | <input type="checkbox"/> ₅ |
| | F. <ISCED 5A> first degree | <input type="checkbox"/> ₆ |
| | G. <ISCED 5A> second degree | <input type="checkbox"/> ₇ |
| | H. Beyond <ISCED 5A>, first degree | <input type="checkbox"/> ₈ |
| | I. I don't know | <input type="checkbox"/> ₉ |

7.

How often do you speak <language of test> at home?

Check one box.

| | | |
|--------|------------------|---------------------------------------|
| MFA007 | A. Always | <input type="checkbox"/> ₁ |
| | B. Almost always | <input type="checkbox"/> ₂ |
| | C. Sometimes | <input type="checkbox"/> ₃ |
| | D. Never | <input type="checkbox"/> ₄ |

-
- MFA008A **8.** a) What was the highest <year/grade> level at which you studied mathematics in <secondary school>?
- Check one box.
Highest level completed
- | | | | |
|----|----------------------------|--------------------------|---|
| A. | <Year 12> (Advanced level) | <input type="checkbox"/> | 1 |
| B. | <Year 12> | <input type="checkbox"/> | 2 |
| C. | <Year 11> | <input type="checkbox"/> | 3 |
| D. | <Year 10> | <input type="checkbox"/> | 4 |
| E. | Below <Year 10> | <input type="checkbox"/> | 5 |
| F. | <Country specific> | <input type="checkbox"/> | 6 |
| G. | <Country specific> | <input type="checkbox"/> | 7 |
- MFA008B b) What is the most advanced mathematics <course> that you took in <secondary school>?
- Check one box.
Most advanced course
- | | | | |
|----|--------------------|--------------------------|---|
| A. | <Country specific> | <input type="checkbox"/> | 1 |
| B. | <Country specific> | <input type="checkbox"/> | 2 |
| C. | <Country specific> | <input type="checkbox"/> | 3 |
| D. | <Country specific> | <input type="checkbox"/> | 4 |
| E. | <Country specific> | <input type="checkbox"/> | 5 |
| F. | <Country specific> | <input type="checkbox"/> | 6 |
-
- MFA009 **9.** In secondary school, what was the usual level of <marks/grades> that you received?
- Check one box.
- | | | | |
|----|---|--------------------------|---|
| A. | Always at the top of my year level | <input type="checkbox"/> | 1 |
| B. | Usually near the top of my year level | <input type="checkbox"/> | 2 |
| C. | Generally above average for my year level | <input type="checkbox"/> | 3 |
| D. | Generally about average for my year level | <input type="checkbox"/> | 4 |
| E. | Generally below average for my year level | <input type="checkbox"/> | 5 |

10.
MFA010 Prior to commencing your teacher education program, did you have another career?
For the purposes of this question, a career is having a paid job that you regarded as likely to form your life's work.

A. Yes ₁
B. No ₂

11.
To what extent does each of the following identify your reasons for becoming a teacher?
Check one box in each row.

| | | Not a reason | A minor reason | A significant reason | A major reason |
|---------|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| MFA011A | A. I was always a good student in school. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFA011B | B. I am attracted by the availability of teaching positions. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFA011C | C. I love mathematics. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFA011D | D. I believe that I have a talent for teaching. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFA011E | E. I like working with young people. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFA011F | F. I am attracted by teacher salaries. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFA011G | G. I want to have an influence on the next generation. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFA011H | H. I see teaching as a challenging job. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFA011I | I. I seek the long-term security associated with being a teacher. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

12.
Did any of the following circumstances hinder your studies during your teacher preparation program?
Check one box in each row.

| | | Yes | No |
|---------|---|---------------------------------------|---------------------------------------|
| MFA012A | A. Had family responsibilities that made it difficult to do my best | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MFA012B | B. Had to borrow money | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MFA012C | C. Had to work at a job | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

13.
MFA013 How do you see your future in teaching?
Check one box.

| | |
|---|---------------------------------------|
| A. I expect it to be my lifetime career. | <input type="checkbox"/> ₁ |
| B. It could possibly be my lifetime career. | <input type="checkbox"/> ₂ |
| C. It is something I can do until I find the career that I really want. | <input type="checkbox"/> ₃ |
| D. I will probably not seek employment as a teacher. | <input type="checkbox"/> ₄ |
| E. I don't know. | <input type="checkbox"/> ₅ |

UNIVERSITY OR TERTIARY LEVEL MATHEMATICS

I.

Consider the following topics in university level mathematics. Please indicate whether you have ever studied each topic.

Check one box in each row.

| | | | Studied | Not studied |
|---------|----|--|---------------------------------------|---------------------------------------|
| MFB001A | A. | Foundations of Geometry or Axiomatic Geometry (e.g., Euclidean axioms) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MFB001B | B. | Analytic/Coordinate Geometry (e.g., equations of lines, curves, conic sections, rigid transformations or isometrics) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MFB001C | C. | Non-Euclidean Geometry (e.g., geometry on a sphere) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MFB001D | D. | Differential Geometry (e.g., sets that are manifolds, curvature of curves, and surfaces) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MFB001E | E. | Topology | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MFB001F | F. | Linear Algebra (e.g., vector spaces, matrices, dimensions, eigenvalues, eigenvectors) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MFB001G | G. | Set Theory | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MFB001H | H. | Abstract Algebra (e.g., group theory, field theory, ring theory, ideals) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MFB001I | I. | Number Theory (e.g., divisibility, prime numbers, structuring integers) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MFB001J | J. | Beginning Calculus Topics (e.g., limits, series, sequences) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MFB001K | K. | Calculus (e.g., derivatives and integrals) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MFB001L | L. | Multivariate Calculus (e.g., partial derivatives, multiple integrals) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MFB001M | M. | Advanced Calculus or Real Analysis or Measure Theory | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MFB001N | N. | Differential Equations (e.g., ordinary differential equations and partial differential equations) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MFB001O | O. | Theory of Real Functions, Theory of Complex Functions or Functional Analysis | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MFB001P | P. | Discrete Mathematics, Graph theory, Game theory, Combinatorics or Boolean Algebra | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MFB001Q | Q. | Probability | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MFB001R | R. | Theoretical or Applied Statistics | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MFB001S | S. | Mathematical Logic (e.g., truth tables, symbolic logic, propositional logic, set theory, binary operations) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

SCHOOL LEVEL MATHEMATICS**2.**

Consider the following list of mathematics topics that are often taught at the <primary> or <secondary> school level. Please indicate whether you have studied each topic as part of your current teacher preparation program.

| | | <i>Check one box in each row.</i> | |
|---------|---|---------------------------------------|---------------------------------------|
| | | Studied | Not studied |
| MFB002A | A. Numbers (e.g., whole numbers, fractions, decimals, integer, rational, and real numbers; number concepts; number theory; estimation; ratio and proportionality) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MFB002B | B. Measurement (e.g., measurement units; computations and properties of length, perimeter, area, and volume; estimation and error) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MFB002C | C. Geometry (e.g., 1-D and 2-D coordinate geometry, Euclidean geometry, transformational geometry, congruence and similarity, constructions with straightedge and compass, 3-D geometry, vector geometry) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MFB002D | D. Functions, Relations, and Equations (e.g., algebra, trigonometry, analytic geometry) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MFB002E | E. Data Representation, Probability, and Statistics | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MFB002F | F. Calculus (e.g., infinite processes, change, differentiation, integration) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MFB002G | G. Validation, Structuring, and Abstracting (e.g., Boolean algebra, mathematical induction, logical connectives, sets, groups, fields, linear space, isomorphism, homomorphism) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

3.

In your teacher preparation program, at what level is emphasis given to learning mathematics?

| | | <i>Check one box in each row.</i> | |
|---------|---|---------------------------------------|---------------------------------------|
| | | Yes | No |
| MFB003A | A. Learning mathematics at the level of the school curriculum | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MFB003B | B. Learning school mathematics topics at a deeper more conceptual level than the school curriculum | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MFB003C | C. Learning mathematics beyond the school curriculum with no direct relation to the school curriculum | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

MATHEMATICS EDUCATION/<PEDAGOGY>**4.**

Consider the following list of mathematics education/<pedagogy> topics. Please indicate whether you have studied each topic as part of your current teacher preparation program.

Check one box in each row.

| | | | Studied | Not studied |
|---------|----|--|---------------------------------------|---------------------------------------|
| MFB004A | A. | Foundations of Mathematics (e.g., mathematics and philosophy, mathematics epistemology, history of mathematics) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MFB004B | B. | Context of Mathematics Education (e.g., role of mathematics in society, gender/ethnic aspects of mathematics achievement) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MFB004C | C. | Development of Mathematics Ability and Thinking (e.g., theories of mathematics ability and thinking; developing mathematical concepts; reasoning, argumentation, and proving; abstracting and generalizing; carrying out procedures and algorithms; application; modeling) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MFB004D | D. | Mathematics Instruction (e.g., representation of mathematics content and concepts, teaching methods, analysis of mathematical problems and solutions, problem posing strategies, teacher-pupil interaction) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MFB004E | E. | Developing Teaching Plans (e.g., selection and sequencing the mathematics content, studying and selecting textbooks and instructional materials) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MFB004F | F. | Mathematics Teaching: Observation, Analysis and Reflection | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MFB004G | G. | Mathematics Standards and Curriculum | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MFB004H | H. | Affective Issues in Mathematics (e.g., beliefs, attitudes, mathematics anxiety) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

5.

In the mathematics education<pedagogy/teaching methods> courses that you have taken or are currently taking in your teacher preparation program, how frequently did you do any of the following?

Check one box in each row.

| | | Never | Rarely | Occasionally | Often |
|---------|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| | | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB005A | A. Listen to a lecture | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB005B | B. Ask questions during class time | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB005C | C. Participate in a whole class discussion | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB005D | D. Make presentations to the rest of the class | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB005E | E. Teach a class session using methods of my own choice | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB005F | F. Teach a class session using methods demonstrated by the instructor | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB005G | G. Work together in groups during class | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB005H | H. Read about research on mathematics | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB005I | I. Read about research on mathematics education | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB005J | J. Read about research on teaching and learning | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB005K | K. Analyze examples of teaching (e.g., film, video, transcript of lesson) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB005L | L. Write mathematical proofs | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB005M | M. Solve problems in applied mathematics | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB005N | N. Solve a given mathematics problem using multiple strategies | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB005O | O. Use computers or calculators to solve mathematics problems | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

6.

In your current teacher preparation program, how frequently did you engage in activities that gave you the opportunity to learn how to do the following?

Check one box in each row.

| | | | Never | Rarely | Occasionally | Often |
|---------|----|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| MFB006A | A. | Accommodate a wide range of abilities in each lesson | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB006B | B. | Analyze and use national or state standards or frameworks for school mathematics | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB006C | C. | Analyze pupil assessment data to learn how to assess more effectively | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB006D | D. | Assess higher-level goals (e.g., problem-solving, critical thinking) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB006E | E. | Assess low-level objectives (factual knowledge, routine procedures and so forth) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB006F | F. | Build on pupils' existing mathematics knowledge and thinking skills | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB006G | G. | Create learning experiences that make the central concepts of subject matter meaningful to pupils | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB006H | H. | Create projects that motivate all pupils to participate | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB006I | I. | Deal with learning difficulties so that specific pupil outcomes are accomplished | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB006J | J. | Develop games or puzzles that provide instructional activities at a high interest level | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB006K | K. | Develop instructional materials that build on pupils' experiences, interests and abilities | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB006L | L. | Explore how to apply mathematics to real-world problems | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

6. (continued.)

In your current teacher preparation program, how frequently did you engage in activities that gave you the opportunity to learn how to do the following? (Cont.)

Check one box in each row.

| | | | Never | Rarely | Occasionally | Often |
|---------|----|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| | | | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB006M | M. | Explore how to use manipulative (concrete) materials or physical models to solve mathematics problems | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB006N | N. | Explore mathematics as the source for real-world problems | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB006O | O. | Give useful and timely feedback to pupils about their learning | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB006P | P. | Help pupils learn how to assess their own learning | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB006Q | Q. | Learn how to explore multiple solution strategies with pupils | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB006R | R. | Learn how to show why a mathematics procedure works | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB006S | S. | Locate suitable curriculum materials and teaching resources | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB006T | T. | Make distinctions between procedural and conceptual knowledge when teaching mathematics concepts and operations to pupils | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB006U | U. | Use assessment to give effective feedback to parents or guardians | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB006V | V. | Use assessment to give feedback to pupils about their learning | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB006W | W. | Use classroom assessments to guide your decisions about what and how to teach | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB006X | X. | Use pupils' misconceptions to plan instruction | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB006Y | Y. | Use standardized assessments to guide your decisions about what and how to teach | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB006Z | Z. | Integrate mathematical ideas from across areas of mathematics | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

EDUCATION AND <PEDAGOGY>**7.**

Consider the following topics in education and <pedagogy>. Please indicate whether you have studied each topic as part of your current teacher preparation program.

Check one box in each row.

| | | | Studied | Not studied |
|---------|----|--|---------------------------------------|---------------------------------------|
| MFB007A | A. | History of Education and Educational Systems (e.g., historical development of the national system, development of international systems) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MFB007B | B. | Philosophy of Education (e.g., ethics, values, theory of knowledge, legal issues) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MFB007C | C. | Sociology of Education (e.g., purpose and function of education in society, organization of current educational systems, education and social conditions, diversity, educational reform) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MFB007D | D. | Educational Psychology (e.g., motivational theory, child development, learning theory) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MFB007E | E. | Theories of Schooling (e.g., goals of schooling, teacher's role, curriculum theory and development, didactic/teaching models, teacher-pupil relations, school administration and leadership) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MFB007F | F. | Methods of Educational Research (e.g., read, interpret and use education research; theory and practice of action research) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MFB007G | G. | Assessment and Measurement: Theory and Practice | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| MFB007H | H. | Knowledge of Teaching (e.g., knowing how to teach pupils of different backgrounds, use resources to support instruction, manage classrooms, communicate with parents) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

TEACHING FOR DIVERSITY AND REFLECTION ON PRACTICE

8.

In your teacher preparation program, how often did you have the opportunity to learn to do the following?

Check one box in each row.

| | | Never | Rarely | Occasionally | Often |
|---------|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| | | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB008A | A. Develop specific strategies for teaching students with behavioral and emotional problems | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB008B | B. Develop specific strategies and curriculum for teaching pupils with learning disabilities | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB008C | C. Develop specific strategies and curriculum for teaching gifted pupils | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB008D | D. Develop specific strategies and curriculum for teaching pupils from diverse cultural backgrounds | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB008E | E. Accommodate the needs of pupils with physical disabilities in your classroom | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB008F | F. Work with children from poor or disadvantaged backgrounds | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB008G | G. Use teaching standards and codes of conduct to reflect on your teaching | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB008H | H. Develop strategies to reflect upon the effectiveness of your teaching | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB008I | I. Develop strategies to reflect upon your professional knowledge | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB008J | J. Develop strategies to identify your learning needs | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

9.
 In your teacher preparation program, how often did you have the opportunity to learn to do the following?

Check one box in each row.

| | | | Never | Rarely | Occasionally | Often |
|---------|----|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| | | | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB009A | A. | Study stages of child development and learning | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB009B | B. | Develop research projects to test teaching strategies for pupils of diverse abilities | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB009C | C. | Consider the relationship between education, social justice and democracy | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB009D | D. | Observe teachers modeling new teaching practices | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB009E | E. | Develop and test new teaching practices | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB009F | F. | Set appropriately challenging learning expectations for pupils | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB009G | G. | Learn how to use findings from research to improve knowledge and practice | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB009H | H. | Connect learning across subject areas | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB009I | I. | Study ethical standards and codes of conduct expected of teachers | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB009J | J. | Create methods to enhance pupils' confidence and self-esteem | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB009K | K. | Identify opportunities for changing existing schooling practices | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB009L | L. | Identify appropriate resources needed for teaching | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

SCHOOL EXPERIENCE AND THE PRACTICUM

The questions in this section focus on the school experience part of your teacher education program.

10.

MFB010

Did you spend any time in a <primary or secondary school> on <field experience and/or practicum> as part of your teacher preparation program?

₁ Yes ₂ No

If you checked 'Yes', please continue the rest of the survey.

If you checked 'No', please go to **QUESTION 15**.

11.

MFB011

For what proportion of this time were you temporarily in charge of teaching the class (as opposed to observation, assistance, individual tutoring, etc.)?

Check one box.

- | | | |
|----|--|---------------------------------------|
| A. | Less than $\frac{1}{4}$ of the time | <input type="checkbox"/> ₁ |
| B. | $\frac{1}{4}$ or more, but less than $\frac{1}{2}$ | <input type="checkbox"/> ₂ |
| C. | $\frac{1}{2}$ or more, but less than $\frac{3}{4}$ | <input type="checkbox"/> ₃ |
| D. | $\frac{3}{4}$ or more | <input type="checkbox"/> ₄ |

12.

MFB012

For about how much of the time in the <field experience/practicum>, was one of your assigned <mentors/instructors/supervisors> present in the same room as you?

Check one box.

- | | | |
|----|--|---------------------------------------|
| A. | Less than $\frac{1}{4}$ of the time | <input type="checkbox"/> ₁ |
| B. | $\frac{1}{4}$ or more, but less than $\frac{1}{2}$ | <input type="checkbox"/> ₂ |
| C. | $\frac{1}{2}$ or more, but less than $\frac{3}{4}$ | <input type="checkbox"/> ₃ |
| D. | $\frac{3}{4}$ or more | <input type="checkbox"/> ₄ |

13.

During the school experience part of your program, how often were you required to do each of the following?

Check one box in each row.

| | | Nev er | Rar ely | Occ asio nal | Of ten |
|---------|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| MFB013A | A. Observe models of the teaching strategies you were learning in your <courses> | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB013B | B. Practice theories for teaching mathematics that you were learning in your <courses> | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB013C | C. Complete assessment tasks that asked you to show how you were applying ideas you were learning in your <courses> | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB013D | D. Receive feedback about how well you had implemented teaching strategies you were learning in your <courses> | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB013E | E. Collect and analyze evidence about pupil learning as a result of your teaching methods | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB013F | F. Test out findings from educational research about difficulties pupils have in learning in your <courses> | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB013G | G. Develop strategies to reflect upon your professional knowledge | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB013H | H. Demonstrate that you could apply the teaching methods you were learning in your <courses> | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

14.

To what extent do you agree or disagree with the following statements about the <field experience and/or practicum> you had in your teacher preparation program?

Check one box in each row.

| | | | Disagree | Slightly disagree | Slightly agree | Agree |
|---------|----|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| | | | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB014A | A. | I had a clear understanding of what my school-based <supervising teacher/mentor/instructors> expected of me as a teacher in order to pass the <field experiences/ practicum>. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| MFB014B | B. | My school-based <supervising teacher/mentor/instructors> valued the ideas and approaches I brought from my <university/college> teacher education program. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| MFB014C | C. | My school-based <supervising teacher/mentor/instructors> used criteria/standards provided by my <university/college> when reviewing my lessons with me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| MFB014D | D. | I learned the same criteria or standards for good teaching in my <courses> and in my <field experiences /practicum>. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| MFB014E | E. | In my <field experience / practicum> I had to demonstrate to my supervising teacher that I could teach according to the same criteria/standards used in my <university/college> <courses>. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| MFB014F | F. | The feedback I received from my <supervising teacher/mentor/instructors> helped me to improve my understanding of pupils. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| MFB014G | G. | The feedback I received from my <supervising teacher/mentor/instructors> helped me improve my teaching methods. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| MFB014H | H. | The feedback I received from my <supervising teacher/mentor/instructors> helped me improve my understanding of the curriculum. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| MFB014I | I. | The feedback I received from my <supervising teacher/mentor/instructors> helped me improve my knowledge of mathematics content. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| MFB014J | J. | The methods of teaching I used in my <field experiences/ practicum> were quite <u>different</u> from the methods I was learning in my <university/college> <courses>. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| MFB014K | K. | The regular supervising teacher in my <field experiences/ practicum> classroom taught in ways that were quite <u>different</u> from the methods I was learning in my <university/college> <courses>. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

COHERENCE OF YOUR TEACHER EDUCATION PROGRAM

T5.

Consider all of the <courses> in the program including subject matter <courses> (e.g., mathematics), mathematics <pedagogy> <courses>, and general education <pedagogy> <courses>. Please indicate the extent to which you agree or disagree with the following statements.

Check one box in each row.

| | | | Disagree | Slightly disagree | Slightly agree | Agree |
|---------|----|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| MFB015A | A. | Each stage of the program seemed to be planned to meet the main needs I had at that stage of my preparation. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB015B | B. | Later <courses> in the program built on what was taught in earlier <courses> in the program. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB015C | C. | The program was organized in a way that covered what I needed to learn to become an effective teacher. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB015D | D. | The <courses> seemed to follow a logical sequence of development in terms of content and topics. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB015E | E. | Each of my <courses> was clearly designed to prepare me to meet a common set of explicit standard expectations for beginning teachers. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFB015F | F. | There were clear links between most of the <courses> in my teacher education program. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

BELIEFS ABOUT LEARNING MATHEMATICS

2.

From your perspective, to what extent would you agree or disagree with each of the following statements about learning mathematics?

Check one box in each row.

| | | Strongly disagree | Disagree | Slightly disagree | Slightly agree | Agree | Strongly agree |
|---------|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| MFD002A | A. The best way to do well in mathematics is to memorize all the formulas. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ |
| MFD002B | B. Pupils need to be taught exact procedures for solving mathematical problems. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ |
| MFD002C | C. It doesn't really matter if you understand a mathematical problem, if you can get the right answer. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ |
| MFD002D | D. To be good in mathematics you must be able to solve problems quickly. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ |
| MFD002E | E. Pupils learn mathematics best by attending to the teacher's explanations. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ |
| MFD002F | F. When pupils are working on mathematical problems, more emphasis should be put on getting the correct answer than on the process followed. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ |
| MFD002G | G. In addition to getting a right answer in mathematics, it is important to understand why the answer is correct. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ |
| MFD002H | H. Teachers should allow pupils to figure out their own ways to solve mathematical problems. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ |
| MFD002I | I. Non-standard procedures should be discouraged because they can interfere with learning the correct procedure. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ |
| MFD002J | J. Hands-on mathematics experiences aren't worth the time and expense. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ |
| MFD002K | K. Time used to investigate why a solution to a mathematical problem works is time well spent. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ |
| MFD002L | L. Pupils can figure out a way to solve mathematical problems without a teacher's help. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ |
| MFD002M | M. Teachers should encourage pupils to find their own solutions to mathematical problems even if they are inefficient. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ |
| MFD002N | N. It is helpful for pupils to discuss different ways to solve particular problems. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ |

BELIEFS ABOUT PREPAREDNESS FOR TEACHING MATHEMATICS

4.

Please indicate the extent to which you think your teacher education program has prepared you to do the following when you start your teaching career.

Check one box in each row.

| | | Not at all | A minor extent | A moderate extent | A major extent |
|---------|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| MFD004A | A. Communicate ideas and information about mathematics clearly to pupils | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFD004B | B. Establish appropriate learning goals in mathematics for pupils | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFD004C | C. Set up mathematics learning activities to help pupils achieve learning goals | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFD004D | D. Use questions to promote higher order thinking in mathematics | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFD004E | E. Use computers and ICT to aid in teaching mathematics | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFD004F | F. Challenge pupils to engage in critical thinking about mathematics | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFD004G | G. Establish a supportive environment for learning mathematics | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFD004H | H. Use assessment to give effective feedback to pupils about their mathematics learning | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFD004I | I. Provide parents with useful information about your pupils' progress in mathematics | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFD004J | J. Develop assessment tasks that promote learning in mathematics | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFD004K | K. Incorporate effective classroom management strategies into your teaching of mathematics | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFD004L | L. Have a positive influence on difficult or unmotivated pupils | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| MFD004M | M. Work collaboratively with other teachers | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

BELIEFS ABOUT PROGRAM EFFECTIVENESS**5.**

To what extent do you agree or disagree with the following statements?

The instructors who teach mathematics-related <courses> in your current teacher preparation program:

Check one box in each row.

| | | Strongly disagree | Disagree | Slightly disagree | Slightly agree | Agree | Strongly agree |
|---------|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| MFD005A | A. Model good teaching practices in their teaching | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ |
| MFD005B | B. Draw on and use research relevant to the content of their <courses> | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ |
| MFD005C | C. Model evaluation and reflection on their own teaching | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ |
| MFD005D | D. Value the learning and experiences you had prior to starting the program | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ |
| MFD005E | E. Value the learning and experiences you had in your field experience and or practicum | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ |
| MFD005F | F. Value the learning and experiences you had in your teacher preparation program | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ |

6.

MFD006 Overall, how effective do you believe your pre-service teacher education program was in preparing you to teach mathematics?

Check one box.

| | | |
|----|------------------|---------------------------------------|
| A. | Very ineffective | <input type="checkbox"/> ₁ |
| B. | Ineffective | <input type="checkbox"/> ₂ |
| C. | Effective | <input type="checkbox"/> ₃ |
| D. | Very effective | <input type="checkbox"/> ₄ |



TEDS-M 2008

Thank you

FOR COMPLETING THIS SURVEY

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